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AUTHOR Irvine, Jacqueline Jordan
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ABSTRACT

The combination of Afrocentric students in Eurocentric schools results in a conflict of cultures that places black students at risk. Although schools endorse societal beliefs concerning equal treatment and equality of educational opportunities, certain practices such as the hidden curriculum, tracking, and discriminatory discipline practices are in direct conflict with those beliefs. The conflict between a school's beliefs and its practices is characterized on the classroom level by a lack of understanding of black student cultural values, norms, styles, and language. This teacher-student conflict appears to be related to the declining number of black and minority group teachers. Lack of cultural synchronization because of misunderstanding, missed communications, and low or no teacher interaction results in negative teacher expectations. White teachers communicate differentially with their students, using different communication patterns and expectations for black female and black male students. The following interventions could prove successful with black at-risk students: (1) Afrocentric independent schools; (2) effective teaching; (3) effective schools; and (4) parent education. Generic competencies that can serve as guidelines for in-service staff development programs and preservice teacher education programs are suggested. Statistical data are included on seven tables and five graphs. A list of 327 references and an index are appended. (FMW)

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